APR 5 1929

The Truth About Marks

Journal of EDUCATION

BOSTON, MASS.
Vol. CIX, No. 13

April 1, 1929

TEN CENTS A COPY
BY THE YEAR, $3.00

PERIODICAL ROOM
GENERAL LIBRARY
UNIV. OF MICH.

NEW BOOKS

Nyberg's Geometries

By JOSEPH A. NYBERG, M. S.

Instructor in Mathematics, Hyde Park High School, Chicago

PLANE GEOMETRY	SOLID GEOMETRY
300 pp. $1.24	190 pp. $1.24

AN outstanding feature of these books is the skill with which they anticipate the pupil's difficulties. They teach him how to plan his methods of attacking a problem and by easy questions guide him in the working of originals. Each page is made a unit of work. Both books are in accord with the findings of the National Committee on Mathematical Requirements.

AMERICAN BOOK COMPANY

New York Cincinnati Chicago Boston Atlanta

New Test and Practice MATERIALS

CASE STUDIES FOR CLASSES IN CIVICS—DeWitt S. Morgan.

The case studies present some of the basic issues of democracy through interesting situations drawn largely from school life. Questions requiring a thorough pupil-analysis are provided.

TEST AND STUDY EXERCISES IN GENERAL SCIENCE—J. T. Giles.

A General Science Workbook in the most simple, searching and convenient form, including Diagnostic and Mastery Tests on all the various topics usually found in modern textbooks of General Science.

REVISED STUDY-PERIOD PROJECTS—Elda L. Merton.

Now in TABLET FORM. Silent Reading Seatwork for the Primary Grades that is easy to use and at the same time develops silent reading power.

THE LENNES TEST AND PRACTICE SHEETS IN ARITHMETIC—N. J. Lennes.

Progressive practice material, standard tests, and problem material for Grades 2-8. Full-year and half-year tablets, with two Score Cards in each tablet.

THE LAIDLAW TEST AND EXERCISE BOOK IN SPELLING.—A. C. Senour.

Designed for classes using the test-study method in spelling. A complete and permanent record of the pupil's progress which reveals individual pupil difficulty. A new feature—THE CHART OF PROGRESS.

Write for Descriptive Folders

LAIDLAW BROTHERS

2001 Calumet Avenue, Chicago — 36 West Twenty-fourth Street, New York

Applying new principles with skill and understanding

GROWTH IN SPELLING

By EDWARD L. THORNDIKE and JULIA H. WOHLFARTH

The distinguished authors have effectively applied the psychology of learning and the facts of school life to the teaching of spelling. Two general aims are set up:

1. To develop ability to spell the words commonly used in writing.
2. To develop the ability to learn the spelling of words in school and throughout life as one sees them when reading and at other times.

The vocabulary for grades 2 to 8 contains 3,819 words and represents perhaps the most carefully constructed spelling list yet made. Moreover there are special exercises to develop proper habits of **perceiving words** and thus increase the pupil's power to spell any and all words.

Send for further information

WORLD BOOK COMPANY

Home Office: Yonkers-on-Hudson, New York

14 Beacon Street, Boston — 2126 Prairie Avenue, Chicago

Also Atlanta, Dallas, San Francisco, Portland, and Manila

Genius applied to spelling

According to *The Journal of Education,* "THE SMITH AND BAGLEY MASTERY SPELLER approaches the subject in entirely new ways and aims at 100 per cent. attainment earlier and more frequently than has been attempted in any other series. The teacher in each of the grades gets distinct help from new angles. It is interesting to see how much real genius is devoted to the improvement in learning to spell."

A Mastery Speller for the Junior High School, Grades 7-9, has just been added to the series.

BOSTON NEW YORK CHICAGO

D. C. HEATH & COMPANY

ATLANTA DALLAS SAN FRANCISCO LONDON

JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR APRIL 1, 1929

EDITORIALS:—
The Spirit of the South 359
Passing of Charles A. McMurry 359
A Schoolmaster State 360
Twenty-five Years at Reno 360
Ella Lewis, Secretary of State 360
Mothers' Day, May 12 360

COUNTRY LIFE EDUCATION 361
By A. E. Winship

BELDING'S PAGE 363

THE TRUTH ABOUT MARKS 364
By V. H. Culp

THIS THRIVING MONSTER, COLLATERAL READING 365
By Richard K. Morton

AIDS TO EASE IN ART EXPRESSION 366
By Florence M. Danforth

SCHOOL BANDS AND BAND CONTESTS 368
By C. M. Tremaine

TEAM WORK (Poem) 369
By Edgar A. Guest

PERSONAL AND PROFESSIONAL 370

COLLEGE MORALE 372
By Arthur Dean

SCHOOL PROBLEMS 374

CHARACTER CHATS 375
By Joseph B. Egan
The Will-o'-the-Wisp—I 375
The Will-o'-the-Wisp—II 375
The Will-o'-the-Wisp—III 375
Structural Weakness 376
Calm Soul of All Things 376

EDUCATION IN ACTION 377

TREND OF THE TIMES 379

THE BOOK TABLE 380

GRINS BETWEEN GRINDS 381

JOURNAL MAIL BAG 382

Founded in 1875. Published Weekly (except August) by the New England Publishing Company, Six Beacon Street, Boston, Massachusetts. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Massachusetts, as Second Class Matter.

EDITORIALS

THOSE of our readers who learned of the illness of our Editor-in-chief will be happy to know that he is recovering expeditiously.

Dr. Winship contracted a severe cold on March 9 while in the Middle West, and returned home for an enforced vacation.

On the advice of his physicians he is taking a complete rest, neglecting even to answer the many much-appreciated letters and telegrams which have come to him.

The Spirit of the South

IN ANTICIPATION of the Atlanta meeting of the National Education Association the Journal of Education, April 15, will have an issue of exceptional interest and importance on "The Spirit of the South," which will clearly demonstrate that with practical unanimity the South of today is the most vitalized section of the world, with greater promise for the Christian civilization of every nook and corner of the globe than has been hoped for in a century.

It was never as important that any section of the United States be skilfully and ardently unified as that "The Spirit of the South" be nobly harmonized in the next decade.

Passing of Charles A. McMurry

THE death of Dr. Charles A. McMurry, George Peabody College, Nashville, on March 24, in his seventy-second year, removes one of the eminent educational and professional leaders of the country, not alone because of his personal achievements but because of his family and group associates of half a century.

Charles A. McMurry, a native of Crawfordsville, Indiana, when it was the ideal place for an idealist to be born, reared in Normal, Illinois, when it was the only place for an educational enthusiast to be professionally groomed, of a family

in which it was as natural to be famous as for a thoroughbred to be speedy, became an ardent disciple of Johann Friedrich Herbart when Herbartianism was the last of the philosophic floods to sweep through the Middle West.

There has been no year, we think, in this century or in the closing years of the last century that there has not come some successful professional or textbook product of Dr. Frank M. McMurry, Charles A. McMurry, Mrs. Lida Brown McMurry or from child of some of them, that has not been tied up with their educational work at Normal, Illinois, DeKalb, Illinois, University of Michigan, Teachers College, Columbia University, or George Peabody Teachers College of Nashville.

While Dr. McMurry's life work was officially at George Peabody College, to the last he spent much of his time at the beautiful family residence in Connecticut on Long Island Sound, where he did much of his later writing.

Harvard will distribute to students in various financial ways a quarter of a million dollars. This is enough to pay the tuition of the entire freshman class.

A Schoolmaster State

SIX of the seven state officers of West Virginia who were installed on March 7 have been school teachers. Governor William G. Conley was one-time county superintendent. George W. Sharp, secretary of state, was a teacher of rural schools. William C. Cook, state superintendent of schools, was for twenty-three years superintendent of McDowell County. He was president of the State Association in 1925. Edgar C. Lawson, state auditor, was a teacher of a rural school. William S. Johnson, state treasurer, was teacher of country schools. John W. Smith, state commissioner of agriculture, was also a teacher of rural schools. Two of these were students in State Teachers Colleges of West Virginia.

Twenty-five Years at Reno

SUPERINTENDENT B. D. BILLINGHURST is serving his twenty-second year as the head of the school system of Reno, Nevada, with three more years to serve on his term, which makes a quarter of a century. In order to appreciate what this service has meant one should have known Nevada for all these years. Few men have had the responsibility that Mr. Billinghurst has had. He has been a civic, social, and community leader as well as the creator of the school system.

We knew Reno, what there was of it, fifty-four years ago; and we knew it in its beauty and attractiveness about a quarter of a century ago, and we have seen it almost every year since, and the changes have been like an apple orchard from budding and blooming to harvesting.

In Milwaukee last year 43,000 men and women studied in seven hundred night schools. This was nearly one-tenth of the population. This was an increase of almost 50 per cent. in one year.

Ella Lewis, Secretary of State

ELLA LEWIS, secretary of state, Kentucky, has front rank among American women in combining county superintendency and official statesmanship.

Miss Lewis was superintendent of Grayson County, Kentucky, for eight years, most vital years in the advance in world citizenship and in educational progress in the South.

When she was drafted as a candidate for Secretary of State of Kentucky, without political aspiration, she had more votes than any man in either party.

Miss Lewis has been a famous leader in many phases of educational and welfare work.

Mothers' Day, May 12

MOTHERS' DAY this year will pass from sentimentalism to service.

"Mother's First Book," which can be had free for illiterate mothers, a gift on Mothers' Day, by application to Mrs. Cora Wilson Stewart, Red Cross Building, Washington, D.C., is one of the noblest creations of the crusade to eliminate illiteracy.

Mrs. Stewart and her devoted comrades propose to teach a hundred thousand illiterate mothers to read and write as their contribution to Mothers' Day, 1929.

A hundred thousand women who have never been able to send or receive a written message will hereafter be able to do both because of Mothers' Day this year.

If you know any one who knows an illiterate mother send at once to Mrs. Stewart for a free copy of "Mother's First Book" for such a mother.

State Superintendent of Texas has an heroic legislative plan. There are fifteen important measures which he is championing. Two of the most comprehensive are seeking a constitutional amendment providing for county wide tax for the support of Junior Colleges and a county equalization fund for elementary and secondary education, and the appointment of county superintendents by the County Board of Trustees.

Country Life Education

By A. E. WINSHIP

SCHOOL Home Projects, Vocational, Academic, and Recreational, are a group of educational creations by Edward J. Tobin, superintendent of Cook County, Illinois, for sixteen years, which have never been idealized, not to say realized, by any one in the Old World or the New.

Where has there been stated anything clearer or more forceful than the introductory sentence in Mr. Tobin's reference to his creation?

The School Home Project Plan
Is a recognition of the opportunity
For Vocational, Intellectual, and Cultural development
Which comes to a pupil
Through his experiences outside of school,
And an effort to direct and organize
Some of these experiences
And to relate them to the regular work of the classroom.
That outside activities may be dignified,
And raised to the level of the curriculum.
And that the curriculum may be vitalized
Through its relationship and application to life outside the school.

No other school activities open so wide a field for the profitable and agreeable combination of study with doing as do School-Home Projects.

Education should not stop at the school door.

The School-Home Project plan of instruction brings the teacher and the school to the farm, store, home, bank and factory; to the library, conservatory and art gallery; to the natatorium, golf links and the Great Outdoors.

Everything outside is brought inside when the school and teacher return.

Achievement Education aims to make instruction inside and outside co-ordinate with the environment of the pupil.

In this way the school and the environment act and react upon each other.

The School-Home Project system of instruction requires the doing of needful and purposeful things.

As it takes many months to complete a School-Home Project, the pupil will be obliged to do these needful things with regularity, day after day.

Furthermore these needful things must be done efficiently. If not they will tell of pupil's neglect.

Any system of education whose materials, means and processes are such that labor and the doing of useful work cannot be co-ordinated with its educational processes *is dangerous.*

The right use of working hours is pretty carefully supervised by employers, and is therefore an easier problem than is the problem of the right use of leisure.

All modern teachers recognize that the formation of character in childhood depends largely *upon the manner in which leisure time is spent.*

A number of purposeful School-Home Projects have been organized from pupils' natural activities and experiences outside of school to provide leisure time opportunities of a right sort for boys and girls.

Heretofore the problem of leisure for the adult has been given slight consideration. An increasing number of men and women are discovering at last that they have spare hours on their hands; discover, also, that they have developed no interests, cherished no dreams, whetted no appetites which will enable them to make of their leisure a means of adding to their real happiness.

The pursuing of purposeful School-Home Projects will occasion the cultivating of diversifying interests and activities and the development of skill in sports that will lead to their pursuit through life—not merely the rugged games and sports suitable to youth, but the more endurable ones for middle and old age, as walking, golf, swimming, fishing, rowing, etc.

The School-Home Project movement in Cook County has as its ultimate aim and only object, to link the home, the community and the school in study, work and recreation, and to eliminate idleness, aimlessness and discontent from all classes.

Every pupil must earn sixteen credits in regular school work in the eight elementary grades.

And there must be sixteen credits as carefully and skilfully earned in School-Home Projects.

School-Home Projects are in three groups: Vocational, academic, and recreational.

Five of the sixteen credits must be earned in the vocational group, and five must be earned in the academic group.

After these ten have been earned the other six may be earned anywhere in the three groups.

In the academic group one of the most significant is Reading as a School Home Project. The objectives are: Information, culture, use of leisure.

1. Reading School-Home Projects begin when pupils enter the second grade.
2. The reading of two books in each month of the school year.
3. Reading of four books annually listed for each grade by the Illinois Reading Circle.
4. Reading of eight other books from the Illinois Pupils' Reading Circle lists that are approved by teacher and director of education.

5. Reading of eight other books approved by teacher and director of education.
6. Reading of at least two approved books *pertaining to each School-Home Project pupil is pursuing.*
7. The required reading of two books monthly may be fulfilled by selecting from authorized lists approved books pertaining to School-Home Project pupil is pursuing.
8. Monthly oral reports of pupils below third grade.
9. Monthly oral and *written reports* of pupils above second grade.
10. Sixth, seventh and eighth grade pupils shall discuss and follow a line of reading pertaining to the School-Home Projects they have elected to pursue, *which will require the use of encyclopedia, dictionary, magazines, and books that pertain to these projects.*
11. The sixth, seventh and eighth grade pupils will be required *to write once a month upon their reading.*
12. Have a carefully prepared article on at least one School-Home Project pupil is pursuing published in a local, county, trade or agricultural paper or in *Achievement.*

CREDIT

A maximum of seven credits will be granted upon the following conditions:—

(a) Fulfillment of general and specific requirements.
(b) Have article published.
(c) Recommendation of teacher.
(d) Recommendation of Director of Education.

In every School-Home Project in the sixth, seventh and eighth grades the pupil must read at least two books each year on the School-Home Project that he has chosen.

Every pupil in the sixth, seventh and eighth grade must write and have published in some paper or magazine something worthwhile on whatever School-Home Project, whether it be vocational, academic, or recreational.

The pupils have a monthly magazine, The Achievement. The editors earn credits in Academic Groups.

The business managers earn credits in "Business" in the vocational group.

No credits are given in anything that is not marketable in some way.

No credit can be earned in any School-Home Project without reading several books.

No credit can be earned in any School-Home Project in the sixth, seventh, or eighth grade without the frequent publication of articles about his Project.

This eliminates the possibility of claiming to achieve anything that is not so completely mastered that it cannot be marketed.

ACHIEVEMENT CLUBS

Entirely apart from the School-Home Projects there is the creation of Civic Achievement, which is vigorously stated.

The greatest need in the world today is to make each school a working republic and thus teach the art of government by *doing* united with *studying.* The most important thing for children in these United States to learn is how to govern themselves, how to ascertain and obey the will of the majority.

This can only be done by making each schoolroom a little republic in which all pupils will learn the art of government as they learn to play baseball and other team games.

To give training and practice in the art of government; to saturate the lives of our boys and girls with the highest political ideals; to visualize the highest good of civilization—a people trained in politics, we have organized into little working republics called Achievement Clubs all the pupils in the 165 schools of Cook County.

The people in action without training or practice operating the machine they themselves have created to run their government is commonly called politics. Politics is the art of government. It is the greatest of all arts. Undoubtedly the reason for its low estate in the minds of the people of the present is to be found in the fact that the players have not been given the training and practice in school that develops skill and dexterity. There is only one way to cure the ills of a republic —that is through training and practice in the art of government in the schools.

LEADERSHIP

Every community in a republic needs leaders. An Achievement Club in each school furnishes the training and experience needed to discover and develop leaders. Leadership is a rare gift. Achievement education in the schools will find the latent spark and kindle it into a blaze to the benefit of the individual and the community. The election of the achievement officers by their fellow pupils will discover the natural leaders in a natural way. The duties and responsibilities placed upon these young officials provide the very best means of developing their talent for future leadership.

Teachers more than financiers or captains of industry realize that, unless we develop through present-day education and training a generation able to cope with the problems of the future, the United States will turn into a Russia with Lenine or an Italy with a Mussolini.

—Roger Babson.

Belding's Page

THOUGHT-POWER

WHAT has become of those drills in "mental arithmetic" that once were found in all good schools? "Mental agony" they were to some, but to others they were an effective approach to sound reasoning.

Written exercises in arithmetic have their value, which may not be denied. But for downright understanding of the processes and the cultivation of nimble reckoning, nothing has ever equaled those old examples in mental arithmetic.

You had to take the puzzle to pieces. You had to analyze. You had to strive toward a purpose. You had to think.

The reference here is not to rapid calculation merely—not to tumbling over one's brains like the wheels of an adding machine, grinding out the correct answer in figures. That was good discipline, and still is. But the thing that has been lost is the practice of tracing out the steps in an example, with the whys and wherefores of each step. It developed sinews of thought in those who could do it even painfully.

To analyze a problem in numbers and to analyze an English sentence—both these things had educational potency. Both have sadly dropped away, to make room for more superficial studies. They have not disappeared wholly, but the tendency is to supplant them with sugar-coated studies. The sugar-coating is good. Let's make sure there is something in the middle when the coating has been licked away.

THE LOWER HALF

THAT boy who stands forty-fifth in a grade of seventy—what can you expect of him? No outstanding record; no high mark in the world: no manifestation of leadership—of course. This "stands to reason," does it not?

If the principal were to take such a lad aside and talk over his case, he would urge him to spur up and do better. Becoming convinced that this was a practical impossibility, the principal would consign the stupid youngster to hopeless mediocrity. Maybe such a boy could make a success in business, where accidents happen, but in other fields—no chance at all!

Who was it, by the way, that just died in Paris at the age of seventy-seven—this man to whom half the world pays honor? Who was this man that commanded an army of 10,000,000 men, gathered out of many nations? You know who it was. It was Marshal Foch.

In the Ecole Polytechnique, young Ferdinand Foch stood forty-fifth in a class of seventy.

You never can tell. The youngster you deem least likely to amount to anything may surprise you.

NEARLY SHELVED

ANOTHER word about Foch. You may remember that he had reached the age limit and been retired from active command, before that day in March, 1918, when the council of allied generals voted to call him back and make him generalissimo. He had not been completely shelved, for he was serving France in an advisory capacity. But—he proved again at sixty-six that no arbitrary rule of thumb can be used to determine human capacity.

SCHOOL BOARDS

PITTSFIELD, Massachusetts, has a school board composed of three women. Prior to the last election there had been two women on the board. The citizens evidently wanted to make a good thing better.

Women have been occupying most of the teaching positions for some years past. Women in the homes have taken a much more active interest in the work of the schools than have the men. In nearly all parent-teacher relationships the word "parent" is feminine.

Why, then, have school boards been so generally composed of men? It has been partly habit; partly a belief that men were more experienced in the conduct of business matters; partly because women didn't seek the office, while men did.

No good reason can be advanced for barring women from a school board—that is certain. Their membership is almost invariably of value. Whether the whole job should be turned over to them, as has been done in Pittsfield and a few other places, is a question best answered by local conditions, and the available personnel of both sexes. Nobody expects the schools to be wrecked by a school board made up of women. Nor can it be guaranteed that they will treat the women teachers in the schools any more kindly than they ought to be treated or the men teachers any more severely.

Women have been outnumbering men for many years now, in many places, in balloting on school matters. Who can blame them if they grab the works? If the men don't like it, they know what they can do.

Anson W. Belding

Associate Editor.

The Truth About Marks

By V. H. CULP
Northern State Teachers College, Aberdeen, S. D.

EVERY four or six weeks the average American home is all agog because of the report cards. The showing of the schoolroom pay checks may be a tragic event, or it may be a happy experience. Parents and pupils alike are often mystified by these periodic marks. In some sad cases punishment is meted out to those who take life too lightly or lack the intelligence to cope with the academic problems of the classroom. In other cases Fortune smiles benignly upon those with high marks, and as a result such recipients receive candy, jewelry, or small change. In case the season's average continues high, valuable prizes are promised.

Does the truth about marks warrant such serious consideration on the part of parents and pupils? The teachers may as well draw the curtain of secrecy aside, and make an honest confession about this phase of school work. When examinations take up about one-tenth of the time of the school, teachers should be able to give valid reasons for their existence. Then school officers should explain why examinations are a major factor in promotion. On the whole parents and school officers take this form of school work seriously. Besides being the basis of punishment and privileges in the home, school authorities use them as a basis for honors. Should some spy in the teaching ranks inform the parents that in reality they belong to the gullible group that P. T. Barnum immortalized, the present system would be discontinued. The parents think the teachers have a lot of paraphernalia, including measuring rings, to measure the children's brain, X-ray glasses to read the innermost thoughts, and that teachers wear a halo of divine guidance when they shuffle the marks. They never doubt that teachers have much scientific information regarding the nature and value of tests. As a matter of fact a few teachers do have books on improving the examination, a supply of objective tests, and copies of standard achievement tests. Where such material is used the marks are too often a disappointment to all concerned. It often happens that a child is in one grade in arithmetic, while in reading he may be in another grade. Then it may be discovered that previous guessed grades are many points too high. In such cases the truth would not add to the popularity of the teacher. Report cards have been an instrument of deception so long that teachers are afraid to tell the truth. There is no question that, at times, the marks approximate the truth, but just as often the poor marks may be placed upon the wrong cards. This is not a besetting sin of the grades only, but exists equally in the high schools and colleges.

Should the marks be a mixture of hocus pocus, bluffing, peanut politics, ignorance, endurance tests and unscientific procedure, the teachers should advise the parents to change their bases for the infliction of either pleasure or pain upon their children. What would the teachers do if all at once the parents should request the truth instead of the humorous, fairy stories? Naturally the question arises, " Is the present status due to accident or is it a case of ' buying the jury' ?" Sometimes it's one and sometimes the other, while at times it may be a case of double inheritance. This teaching the citizen of tomorrow is too often a case of catering to those who have a political influence today. It frequently happens that children of those who have social prestige, ratings with Dun and Bradstreet, or simply have much unadulterated nerve profit to the extent of an hundred fold. This insidious influence of politics has driven thousands of teachers from the ranks. Teachers are human—they are anxious to have a long tenure of office, and liberal increases in salary. If they disregard the political use of marks, they are soon eliminated, or they may be given an opportunity to resign.

Now there are thousands of cases where the teacher honestly tries to guess at the results and juggle the marks accordingly. The fact that she is rather awkward and may make a wild guess is in this instance not her fault. The teacher is simply not prepared to meet the complicated situations of the school. When the children are physically sick, a man is called who has at least six years of training beyond the high school. In the case of the mental training, thousands of teachers have no training beyond the high school, and the average for grade teachers in the country as a whole is decidedly below two years. On the other hand high school teachers are requested to have college degrees. According to such a process of reasoning, doctors treating children's ailments would not need as much training as those treating adult diseases. Even in cases where teachers have had college training they may have little professional training and no information regarding the use and abuse of tests and examinations. Teachers often know only of the old essay-type test, which according to experiment is very unreliable. Then, too, teachers often teach as they have been taught. It's no secret that some of the poorest teaching under the sun is done in the colleges and universities of the country. As a result teachers frequently

do not know much about the subjects they are attempting to teach. They are innocent about the making and marking of examinations with any degree of accuracy.

In the essay-type examinations the physical condition of the teacher, the weather, the penmanship, and the length of answers are major considerations. The objective tests are more definite and reliable, thereby giving a new dignity to tests and examinations. Such examinations can be understood by both pupils and parents. Not all objective tests are scientific, in fact many of them are no great improvement over ancient forms. It requires more time to make the new tests besides a broad knowledge of the subject to supplement the professional technique involved.. The method used to deal out A's, B's, etc., in our schools, cannot be justified. In too many instances the differences between the marks exist only in the imagination of the teachers.

The pupils of our schools are wise to the fact that many individual marks cannot be explained on the basis of accomplishment. Many young women get through school because of fancy clothes, excellent family connection, good looks, or the happy faculty of making a little knowledge go a long way. With the boys many marks may be credited to good nature, athletic prowess, the gentle art of bluffing, or because the school authorities do not wish to eliminate them.

In order to make marks tell the truth, parents must be willing to hear the truth, politics must be eliminated, the type of examination changed, and the professional standard of teachers must be raised materially. Only when those things are done will the child get a square deal. The country has built wonderful school plants, and phenomenal progress has been made in the scientific world, but the schools so far as tests and examinations are concerned are in the ox-cart stage. Unless the schools wake up of their own accord the parents will soon ask that imagination, guesswork, and deliberate "fixing" be relegated to the sphere of things condemned. The teachers must be exponents of true education and by example teach those virtues that are essential to good citizenship.

This Thriving Monster, Collateral Reading

By RICHARD K. MORTON
South Boston, Mass.

COLLATERAL reading presents a serious problem in modern education. In general, one accepts it as a valuable—and even integral—part of school and college work. Sometimes it does, however, remind the harassed student of a hungry, thriving dragon, always seeking more attention, insatiable, never appeased. Other students have likened it to an irresistible, crushing pressure which bears down upon them, or as lurking terror ready to bring them at length to academic judgment.

What is the purpose of collateral reading, how does it work, and what does it apparently accomplish?

Collateral reading, as a part of the general teaching method and system of schools and colleges, is a relatively recent development although, of course, students have always done more or less extra-curricular reading upon their own or their friends' suggestion. The idea gathered impetus with the coming of the elective system of study and with the influences of science, philosophy, social studies, and practical arts in broadening the curriculum. It was found to be impossible to teach broad subjects in this widened curriculum without recourse to books and material found outside of the classroom.

Collateral reading offers a means for the teacher to help the student to do extra work, to guide his extra-curricular studies, and in some special assignments to develop individual preferences. It is a check against poor classroom teaching or poor textbooks. It cultivates the instinct for research. It enables the teacher to have an additional means of testing the quality and direct value of the student's work. It covers data for which there is no time in the classroom.

Let us look, however, at some of the problems it involves. It is to be clearly understood that my quarrel here is not with the general principle of reading during school and college years that is outside the textbook scope. I quarrel with it as a rigid part of the system of education.

Reaching too extensively into students' leisure time is likely to be, in the first place, a Pyrrhic victory for the teacher.

Today all students, I think, work under a load which they know they can never entirely lift. There is always something else which *must* be done. If all this reading is done there is little time for anything else. Often no opportunity for a second reading or for a systematization of all the different books read is possible. The student gains simply a miscellany of vague, unclassified impressions.

The chief objections to collateral reading as assigned today are that it is not done co-laterally with regular assignments; that there is far too much of it; that it too much emphasizes the number of pages one reads; that when time is limited and these other criticisms apply, it swamps the

student with last-minute tasks of such a magnitude that the student often ruins a half-year's work in trying to handle it within too limited a time. Of course, the average student is lazier than he should be; we all need to be pushed, especially in educating ourselves. Yet I feel that the time has come when some better means of gaining the benefits of collateral reading should be found.

I think that in the long run it is a mistake to curtail the student's own independent interests during his college training to such an extent that he has no time for worthwhile researches, which may happen to seem of value to him during those years. He should not work under the oppressive atmosphere of a hopeless amount of work to do. Usually daily work is so extensive that collateral reading inevitably piles up hopelessly. It seems to me that the time-limit should vary with individual circumstances, and the teacher should at the beginning of the year or semester analyze the student's daily program with him and check him up periodically and see to it that this work is not allowed to pile up, and that impossible tasks are not assigned.

The desire for displaying large bibliographies at the head of essays may easily become a foolish academic fetish. Allusions, quotations, and notes of various kinds have their value, but for the average student's purposes too much time can easily be put on them.

Reading, of course, is not necessarily studying, although it is usually conducive to it. When collateral reading outgrows all bounds, as I believe it has today, I think it is possibly one of the most harmful methods used by teachers. We are learning that the acquisition of great heaps of data in some form is by no means the primary aim of education. There is too much reading and too little meditation and criticism. We must race to get a book read, not think until we get a great thought understood and made our own. We are likely thus to foster superficiality and poor academic craftsmanship.

I have no adequate constructive suggestions to make as an aid to remedying this situation. I feel strongly, however, that we are not handling intelligently this problem of collateral reading. Students inevitably have more worth-while outside interests today, and it is by no means always the best student who can somehow get the gist of a large number of books quickly and convince the teacher that he has mastered the collateral assignments. Many of the best students are forced to come to their examination time with the depressing feeling that, in spite of all they could do, they must take the examination with the feeling that their preparation is superficial and incomplete. To my mind, this atmosphere of worry, hopelessness, and the pressure of a thousand duties is educationally harmful. There ought to be a clearer understanding between student and teacher as to just how much can be profitably done within a given period. Collateral reading is most effective when the student is allowed to set his own assignments, under supervision, of course.

Frankly I am deeply concerned by this problem of collateral reading. I see the value of such reading, but I am very conscious of the harm which the present-day assignments frequently do. What shall we do about it? How is collateral reading handled in your school or college?

Aids to Ease in Art Expression

By FLORENCE M. DANFORTH
Assistant Director of Art, Revere, Mass.

TEACHING children to draw with the ease of expression at which we aim in writing, singing and in reading, would indeed be success. To learn to draw easily and readily is just as essential as to learn to read, to write, to sing easily and readily. And to this end, as in each of these studies, the child must acquire a vocabulary. A vocabulary in art means an acquired store of memoried appearances with which the child can express his own ideas of objects and scenes.

Art in the public schools is for all the pupils; not for a favored few. Talented children will be specially cared for. Opportunities are frequently opening to the gifted child, and art directors have them specially in mind. But elementary art is to help every child put up a better fight in the battle of life. Drawing is to make him observant, enable him to use his head, to see and to think from cause to effect; to perceive differences in structures, to put observation to some use.

Small children draw freely, fearlessly, idealistically, broadly, happily, but incorrectly. Let us give them a vocabulary of ordinary appearances, so that when they reach the " I can't " stage, they will not be timid in technical expression but will feel a joyous " I can."

Elementary children do not observe constructively, but largely and loosely. In a vague way they concentrate upon a few points of interest and elaborate these. First grade children have not, as yet, quite gotten out of the Everywhere into the Here. They gaze broadly over their world, notice what pleases or astonishes them, and use the impressions gained to express their ideas of things in

general. The world "symbolic," however threadbare, is the explanatory term for first grade drawing.

A man has head, arms, legs, sometimes a body. Thank heavens they all put heads upon their people, proving that the mind is more essential in the child's subconscious thought than is the body. Hands terminate in fingers, sometimes five. Flesh upon arms is non-essential, but fingers with which to do work are strictly necessary. Muscles are incomprehensible, but fingers are understood. Shoulders are not needed, but something upon which to hang fingers is terrifically essential, whether that something grow from ears or waist. Bodies, if they are drawn at all, are roundly oval, verging upon obesity. Legs are seldom clad, showing a savage disregard of impedimenta, but shoes, always items of interest, are almost invariably placed upon the feet.

From all this I deduce that a small child's ideas are spiritualistic rather than realistic. A head to guide action, fingers with which to perform deeds, feet to convey head and fingers to places of activity. Could anything be more idealistic? And what is to be done about all this idealistic philosophy?

It is a shame, but it seems essential to brush aside, for a season, this symbolic idealism—when possible, work through it—and teach the children to observe constructively. Lead them to see that bones are flesh-clad, that flesh is covered with fabric, yet under that fabric are muscle and bone, that limbs move by means of joints, that there are averages of height, that parts of the body are comparative. We must show them that house walls are not transparent, that we cannot see both ends of a building at the same time, that furniture does not grow, like fungus, upon the outer walls. We must first replace the spiritual with the physical concept in order later to replace the spiritual within the physical, using the physical eye and hand as means to the expression of the spiritual and idealistic. That sounds like an explanation of something algebraic, doesn't it? Both are based upon logic.

The question of transparent walls and fungus-like furniture was very cleverly gotten around by one of our first-grade teachers. Her pupils were illustrating an outside scene in which, very prominently, was a house. The illustration was made several times and every time the young artists insisted upon building glass houses. Beds, chairs, tables, stairways blossomed forth upon the outer walls of the mansion. Finally, she started them again. When they had drawn the building, she stopped them. At her request, they turned their papers over, and, having located the exact spots whereon stood their houses, they drew every furnishing they could recall, upon the *back* of the paper inside of the house. Then they turned the papers over and finished their pictures. They were satisfied. That is teaching, is it not?

Little children are philosophical. They begin drawing gaily, confidently, and if the results are not all the small artists wish, they do not worry. Do others or change these into something else.

"What are you doing?" A visitor asks of a small and busy boy.

"Drawing a picture of you," says the lad, eyeing his drawing disappointedly. "But I guess I'll put a tail on it and call it a monkey."

Rudeness? No. Pure philosophy. Accept disappointment and use it to further purposes. Free expression in drawing comes from continual free expression in drawing. But upon one hour a week we cannot go very far. We must use drawing in other branches to express ideas of many things. Therefore let us give the children drawing vocabularies of common, every-day things and have them use these in every possible manner. This is an old, old suggestion. It has not, however, as yet, been put into anywhere near universal practice.

A Japanese, upon sight of an eagle, a rabbit, a beautiful tree, or a graceful gesture, pulls out his tablets, ink, brushes, and with a few forceful strokes, produces beauty. Only trained talent in America produces beauty. Continual practice makes artistic production an easy joy to the Japanese. Even poor portrayal in America calls forth expressions of admiration. Unless we be trained artists or sign painters or art teachers, we are not supposed to know anything about drawing. In the name of Botticelli, why not? If we enjoy beauty in waving grass, tossing trees, swiftly moving animals, let us draw them. Draw constantly, at any time, in any way. Encourage the habit in school, at home, abroad. Draw anything, anywhere, at any time. Draw easily, Japanesily; not necessarily to produce artists; rather to produce self-expressionists.

Past experience seems to justify the statement that the training institutions have not known enough about the schools which they are to serve and that the schools in turn have not availed themselves adequately of the many types of service which the training institutions are qualified to render. What is needed for the improvement of American education is a closer articulation of training institutions and of public schools in the field.

—Thomas W. Gosling, of Akron.

School Bands and Band Contests

By C. M. TREMAINE

Director, National Bureau for the Advancement of Music; Secretary, Committee on Instrumental Affairs, Music Supervisors National Conference.

PERHAPS no other subject has experienced so extensive and at the same time so varied a development as has school music within the past decade. Great forward strides have been made in vocal work and in appreciation, but greatest of all has been the advancement in instrumental music. It is estimated by those in the best position to know that there are now between 35,000 and 40,000 school orchestras in the grade and high schools of the country, including all sizes from the small string ensemble to the fully-manned symphonic group of as high as 100 or more players. The number of bands is probably between 10,000 and 20,000. Yet ten years ago the school orchestra was rare, except in the large cities, while the band was almost non-existent except for occasional "pep" groups, to make a joyful noise at football games.

The remarkable showing of today is the result more of a steady than of a spectacular growth, and has been in response to a gradually widening desire and the influences of the times rather than to any sudden flowering of interest or specific promotion. Though fewer in number than the orchestras, the development of the bands has been relatively even more rapid, due in part to the fact that the orchestras have had an earlier start, and that they still include many small groups, beginning sometimes with a nucleus of only six or eight boys or girls who are taking violin lessons. A band, on the other hand, can hardly be counted as such unless it contains at least twenty-five instruments. It is generally organized as an independent entity, and often under outside professional leadership. The symphonic band of seventy-two players, capable of rendering the finest type of program, is the ideal toward which nearly all are working.

Since 1924 the state and national school band contests have been an important factor in the onward march of the school band, both from the point of view of numbers and of standard of equipment and performance. In that year the movement was launched by the Music Supervisors' National Conference Committee on Instrumental Affairs, with the aid of the National Bureau for the Advancement of Music, which offered to give the prizes. The first year there were five state contests—Illinois, New York, Ohio, Wisconsin, and Michigan—with between three and ten entries each, except Wisconsin, which had more. There were in addition certain local contests elsewhere, most of which have since become full-fledged state events. By the spring of 1928 the movement had spread to thirty states and the third national contest had been held. It brought together twenty-seven of the finest bands in the country, picked from among some 500 which had taken part in the state contests, and each a winner over from ten to forty or more entries. The national championship was won, and for the third time, by the Joliet (Illinois) High School Band. This school now holds permanently the first national trophy, but will not enter further contests till two years have elapsed. How excellent was its playing and that of many of its rivals is indicated by the unanimous opinion of the judges that "the work of some of these bands was up to the highest professional standards." The judges were John Philip Sousa, Edwin Franko Goldman, Captain Charles O'Neill, and J. E. Maddy, chairman of the committee on instrumental affairs, who conducted the sight-reading test. Each year has seen a distinct improvement in the grade of playing at the state contests and in the type of music used.

Although it is true that high standards are set in the national rules, there is no attempt to insist upon these where conditions do not warrant it, nor in fact to maintain any policies not in the best interests of the school bands. In offering its assistance in state contests, usually organized by colleges, universities or teachers' associations, the committee not only does not require that its rules be adhered to if local conditions indicate otherwise, but actually encourages deviation. Thus it recommends that the national required pieces be not required in states where they may be beyond the ability of the majority of the bands, but that they be placed instead on the state selective lists, so that the stronger groups may present them, and so be prepared for the national, should they become eligible.

Again, there is a high standard of instrumentation—the full seventy-two piece symphonic band, as agreed upon by the leading authorities in the field—but the penalty for lack of instruments is small, especially if good tone and balance is obtained with what is available. For most schools the standard is simply a goal to be reached at some future time, but it is remarkable how rapid is the progress toward that goal under the stimulus of the contest.

In all its bulletins the committee emphasizes on the one hand the educational purposes of the contest and on the other their function in arousing the public to a more general recognition of the importance of school instrumental music, and the validity of its claim to proper support. It deprecates the spirit of rivalry which aims merely to win, and does everything in its power to counter-

act the tendency wherever it is manifest. The committee is gratified to report that the band leaders are to a very large extent accepting this point of view. It is no uncommon experience for the secretary to receive a letter from one of them stating that he is sure his players gained more through the constructive criticism the judges gave their performance than if they had won the contest; and from another that the low ranking his band took, after winning local events, was just what he needed to clinch his argument that he had all along lacked certain necessary equipment and rehearsal facilities.

The fourth national contest will be held this year in Denver, Colorado, May 23-25. Probably there will be between thirty and thirty-five state winners represented, including Class A, bands from the schools of more than 600 enrollment, and Class B, with a smaller enrollment. The thirty states already affiliated with the national movement will be augmented by some five or six new states. New England is well represented, having both a big sectional contest in Boston, under the auspices of the New England Music Festival Association, as well as individual state contests in Maine, Vermont, Massachusetts, Rhode Island and Connecticut. It is expected that there will be between 600 and 700 bands entered in the state contests this year. These will include not only bands which come to the finals but also those which go no further than the preliminary district contests. These are a feature of the movement which is everywhere being encouraged as a benefit to the smaller and financially weaker groups, and the establishment of new district contests is bringing the advantages of participation to scores of schools to which it was previously denied.

Team Work

By EDGAR A. GUEST

It's all very well to have courage and skill
  And it's fine to be counted a star,
But the single deed with its touch of thrill
  Doesn't tell us the man you are;
For there's no lone hand in the game we play,
  We must work to a bigger scheme,
And the thing that counts in the world today
  Is, How do you pull with the team?

They may sound your praise and call you great,
  They may single you out for fame,
But you must work with your running mate
  Or you'll never win the game;
For never the work of life is done
  By the man with a selfish dream,
For the battle is lost or the battle is won
  By the spirit of the team.

You may think it fine to be praised for skill,
  But a greater thing to do
Is to get your mind and set your will
  On the goal that's just in view;
It's helping your fellowman to score
  When his chances hopeless seem;
It's forgetting self till the game is o'er
  And fighting for the team.

—Exchange.

THE ATLANTIC READERS

TOY TOWN
By Etta Austin Blaisdell
A carefully graded supplementary reader for the first school year. Profusely illustrated in bright colors. *65 cents.*

THE BAD LITTLE RABBIT
By Madge A. Bigham
An amusing little book for the third year by the well-known author of "Merry Animal Tales." *75 cents.*

OLD TESTAMENT STORIES
By Eulalie Grover
The narratives of the Old Testament retold in simplified form for the third grade. *85 cents.*

THE RHYME AND STORY SECOND READER
By Etta Austin Blaisdell
Something different. Fresh material. Charming pictures. Published in 1929. *70 cents.*

For Character-Building

Edited by Dr. Randall J. Condon
Superintendent of Schools, Cincinnati

	Grade
Book I. The Understanding Prince	IV
Book II. High and Far	V
Book III. The Wonderful Tune	VI
Book IV. The Great Conquest	VII
Book V. Outward Bound	VIII

These readers are the outgrowth of Dr. Condon's profound personal conviction that soul culture is the most important and most necessary phase of education and that the development of personal character is the thing of greatest concern.

Mailing price of each volume, 85 cents

A QUART OF MOONLIGHT
By James W. Sherman
An entertaining supplementary reader for the third grade about the adventures on Earth of a messenger extraordinary from the Man in the Moon. *80 cents.*

UNDER THE MAPLE TREE
By Zoe Meyer
A nature reader with plenty of action and dialogue for children of the second grade. *70 cents.*

ADVENTURES IN HEALTH
By Nathalie Moulton
Interesting health stories for the second grade. *70 cents.*

THE GAY KITCHEN
By James W. Sherman
A whimsical tale of the continuous-story type for the second-year grade. *70 cents.*

LITTLE, BROWN AND COMPANY
34 BEACON STREET, BOSTON 221 EAST 20TH STREET, CHICAGO

Personal and Professional

S. D. LARGENT, who has been superintendent of Great Falls, Montana, for thirty-one years, proposes to retire at the close of this school year. Great Falls is one of the highly important cities in the state and no one has done more to magnify its opportunities than has Mr. Largent. He has been on the State Board of Education for twelve years, and has been appointed for the next four years. He had taught in Illinois ten years before he went to Great Falls thirty-six years ago. He has at all times been a vital factor in the civic and fraternal life of the city, always among the leaders in the Chamber of Commerce, Rotary, and other city activities. Professionally he is a life member of all educational associations, state and national. We have enjoyed his acquaintance through the years, always admiring him personally and professionally.

DR. E. L. STEPHENS, president of the Louisiana Women's College, Lafayette, for twenty-nine years, was guest of honor at a meeting celebrating the anniversary. He was the creator of the institute in 1900, and has been the guiding spirit in the building of one of the most important educational institutions in the state. He has been in administrative leadership longer than has any other college president in the state. It was made the occasion of many addresses of appreciation, and of the presentation of tokens of admiration. Dr. Stephens is the most constant attendant upon the meetings of the National Education Association in the state.

MISS ETTA V. LEIGHTON, civic secretary of the National Security League and director of the League's school work for the past ten years, has retired from this official activity. She has specialized on the United States Constitution, and has been known as the best Constitution teacher in the country. She is spending the winter in Miami but will return to New York in the spring, and devote herself to lecturing and writing. No one has rendered as extensive and artistic patriotic work in the schools as has Miss Leighton.

HELEN HEFFERNAN, chief director of rural education of California, not only renders notable service in the field which commands statewide appreciation, but she conducts a "Department of Rural Education" in Wagner's The Western Journal of Education which is sensibly practical and intensely readable.

J. F. WRIGHT is founder and executive secretary of "Pathfinders of America," a movement with more personality than any other character rebuilding that we have known. Many of these activities are either traditional, preferring to have a man go to perdition than not to be rescued in the traditional way, while some of the new movements are chiefly interested in having people understand that any traditional way is vicious. Mr. Wright is simply interested in doing what no one else has thought to do.

J. RUSSELL SMITH, professor of economic geography, Columbia University, and author of "Home Folks," and "Human Geography," has been awarded the "Harmon Foundation Prize" of five hundred dollars and a medal for his article on "Plan or Perish," published in "Survey Graphic" last July, in which he discussed the situation in the Mississippi Valley, and offered a workable plan for the control of a great river at high water. It was reprinted by John C. Winston Company, and widely distributed.

H. F. SRYGLEY, superintendent, Raleigh, North Carolina, has caught the spirit of North Carolina and of the country as a whole in this most famous of decades, and in various ways is far in the lead in re-creating the school work, especially in toning up the course of study and in heroic elimination of useless as well as harmless traditional wastes. He has placed himself and his city in the front rank. He has a booklet that reports on the work attractively and informingly.

CHARLES C. HUGHES, superintendent of Sacramento, has educational achievements to his credit rarely equaled by the leader of any city of its size through the changing experiences of twenty years. He has led the procession in several notable achievements, and has started nothing that has been discounted by any public demonstration. His building program has been followed far and wide. His development of teacher talent has been widely recognized as masterful, and his creation of modern ways and means of utilizing teacher talent, pupils' time, and schoolroom space has never been surpassed in any city.

JOSEPH H. SAUNDERS, superintendent of Newport News, Virginia, is not only a man of high efficiency, but he has more opportunities to demonstrate it than most schoolmen have. He is chairman of the state legislative committee with as much prospective legislation in hand as any state is likely to have, but he is state director of the National Education Association, and is also a member of the Board of Trustees of the National Education Association, one of the most responsible positions of the Association.

YELLOWSTONE

CHICAGO MILWAUKEE ST. PAUL AND PACIFIC

Over Trails of Old thru New Gallatin Gateway

IF adventure you seek, or you glory in thrills, by all means take the trip up Gallatin Canyon this summer—to the mystic Yellowstone wonderland. Sights you've never seen, inspiration at every hand.

Long ago the sinuous 85-mile route was the trail of the Indian and trapper. Now, newest of all entrances to Yellowstone. Snow-capped mountains, cloaked by pine and aspen, cut by turbulent waters, cleft by chameleon canyons—here is the birthplace of old West romance.

Only the *electrified* line to Gallatin Gateway. Where rails end, The Milwaukee Road's hospitable, mountain-cradled Gallatin Gateway Inn—and motors for your glorious ride to geyserland.

Travel independently, either all-expense, or pay-as-you-go; or with personally-escorted all-expense tour parties. Any Milwaukee Road travel specialist will gladly help you plan a trip to Yellowstone—or on over the *smokeless, cinderless, electrified* route to the Inland Empire (Spokane) and the Puget Sound country—Seattle and Tacoma, Mount Rainier National Park, Puget Sound, the Olympic Peninsula—and farther on, Alaska. Mail coupon below for free literature and sample trips, some as low as $145, all-expense (from Chicago).

Low Summer Fares

To Yellowstone, Spokane [Inland Empire], Seattle and Tacoma [Mount Rainier National Park, Puget Sound Country, Olympic Peninsula]. Go west via The Milwaukee Road. Choice of routes returning.

The MILWAUKEE ROAD

Electrified over the Rockies to the Sea

Mr. F. D. Dodge, General Agent, The Milwaukee Road 451-T
552 Old South Bldg., Boston, Mass.

Send me full information about: ☐ All expense tours. ☐ Personally-escorted, all-expense tours. I have a..... days vacation and have about $..... to spend. I would like to include in my itinerary: ☐ Yellowstone via Gallatin Gateway; ☐ Inland Empire (Spokane and Lake Region); ☐ Rainier National Park; ☐ Puget Sound Country; ☐ Olympic Peninsula; ☐ Alaska; ☐ Black Hills.

Name.....

Address.....

College Morale

By ARTHUR DEAN

For two long years I have carried a loaded gun waiting to take a shot at a report on college morale which, as I was told by a college professor who was on the inside of the investigation, "would startle every parent who read it."

At the time I begged for a peek at this alleged documentary evidence that Youth was rushing headlong to the canines.

I got nowhere. The report had been deposited in the archives of a state university and could not be seen for love or money.

But now anyone with love for a public library can borrow it, or, by parting with the price at a bookstore, can get a copy and learn that the announcements of my college colleague showed shorter skirts, more booze hounding, and more moral catastrophes than actually appear inside the cover of the book. That's the way these billboards have of leading us to the box office.

The book is entitled "Undergraduates." It carries a sub-title "A Study of Morale in Twenty-Three American Colleges and Universities." More than a thousand college men and women, from undergraduates to faculty members, and from the president's chair up to the seat of the mighty in the athletic department, speak their minds on fraternities, sororities, honor systems, religions, sex, liquor, automobiles and other accessories which seem to surround college life — or at least some college life.

To the critic of our rising generation who is looking for unpleasant phases of college life this book is heaven-sent. He can find evidence that the house-mother in a sorority refused to stay longer because so many bottles and wild men were brought in. He may read that the colored cook could not stand the racket and left. He can read that a professor of home economics says: "Girls in my state university are starving to death and their health is being ruined by the way they dress and act." Such a critic can rub his hands with glee when he reads that one of the students reports that his religious director referred to the Bible as being "a humorous book," and that a group of girls reported they were atheists. He may read the opinion of a graduate student, specializing in religious work, who reports that professors pronounce Christianity as effective as pink teas and merely serves as a nursery bottle for weak souls.

But if, on the other hand, the reader has Matthew Arnold's insight for "sweetness and light," he will find that the much libeled college students of today are not the harum-scarum, hard-drinking, wild-eyed youth some good but credulous souls suppose them to be. Such a reader will discover that — shall I say — biological urges of the sexes are less alluring to the college man or woman because the mysteries — if any — have ceased to be such and the point of view is made impersonal and scientific, in the light of proper collegiate training. The reader will even find that the great majority of college students are actually sober all of the time, and that a small minority are only sober part of the time.

And rest assured, our sweet and reasonable reader will note that college young people are fundamentally religious — not that they shout their faith from the housetops or conduct street corner meetings, but rather that they are, as my old friend, Dr. Charles Franklin Thwing, President Emeritus of Western Reserve University, puts it: "The typical college man has religious belief, broad and yet firm, fundamental and yet flexible, personal, and well-buttressed. The result is a treasure that he guards with care. The result is more than a treasure — it is a fighting and glorious force that serves him throughout life."

The opinions and experiences of a thousand students are held up in this book to represent the thoughts and actions of over 500,000 undergraduates. The figures show that there has been great improvement in honesty in studies and athletics, loyalty to home and parents, and the proper use of time. But on the other hand the investigation seems to indicate a lowering of standards in conversation, and relations with the opposite sex, while the practice of gambling and the use of liquor have increased.

"Undergraduates" does not settle the question. Fortunately it leaves something for the individual reader to decide for himself. Whichever way you read this book you may have to take frequent pinches of salt if you are scientifically inclined, or perhaps use the smelling salts if emotionally constituted.

Copyright.

CORN CEREMONY TREASURE JAR

Reproductions of these famous masterpieces by Irving E. Couse, foremost painter of Indian Life in America. Made in twenty-two sizes either hand colored in oil or in sepia—Priced completely framed, ready for hanging, $7.50 to $147.50.

Thousands of other equally interesting subjects available for schools.

Our catalog will be gladly mailed on request. Your name and address will bring our special monthly letter.

SHENK GALLERIES

#32 Halsey St., Newark, N. J.

When you think of Pictures—
"THINK OF SHENK"

HAVE WE KEPT THE FAITH?

WHAT has happened to our system of public education? Have the schools of America developed along the lines intended by the Founders? Do they today preserve and promote the ideas and ideals of American democracy? These are the all-important questions which are considered and answered in HAVE WE KEPT THE FAITH?—a new book by Charles A. Prosser, Ph.D., Director of the William Hood Dunwoody Industrial Institute, and Charles R. Allen, A.M., Editor and Educational Consultant of the Federal Board for Vocational Guidance. This timely and far-seeing volume produces convincing evidence that the American college and high school are blind to the vision of American democracy and are perpetuating "an autocratic scheme of aristocratic education." HAVE WE KEPT THE FAITH? is a book that should be read by every patriotic and public-spirited citizen. It will be read with particular interest by those whose experience has convinced them that true democracy in education can be attained only through the development of the vocational education movement.

THE CENTURY CO.
353 Fourth Avenue, New York
2126 Prairie Avenue, Chicago

A LITERARY MAP OF REAL VALUE

Instructive — Interesting — Decorative

A Pictorial Chart of English Literature is a wall map—27x35 inches—of ten lively colors, embracing England, Wales, eastern Ireland and southern Scotland. On a base showing the contour of the country are hundreds of thumb-nail sketches of authors, their homes, characters from their writings, and scenes of historical and literary interest.

A real background for the presentation and interpretation of English literature. Fascinating in its detail—inspirational in its scope.

PRICES

Paper	$2.50
Paper with cloth edges and sticks top and bottom	$3.00
Cloth-backed	$3.25
Cloth-backed with sticks	$3.75
On board in oak frame (Special)	$8.75

Write for illustrated descriptive folder

RAND McNALLY & COMPANY
Dept. D-96

NEW YORK	CHICAGO	SAN FRANCISCO
270 Madison Ave.	536 S. Clark St.	559 Mission St.

New Books
BOOK FRIENDS

Book Four of Newson Readers

By HARDY and TURPIN

Rich in a variety of interesting material to extend the "book habit."

PROBLEMS IN ARITHMETIC

By GILMARTIN and RUSSELL

A pupils' book for Grades Five, Six, Seven, and Eight, containing nearly 2,000 practical problems.

NEWSON & COMPANY

73 FIFTH AVENUE NEW YORK

School Problems

Edited by a School Executive

246. What do you think of a teacher seeking a position in a better paying town simply to boost his salary where he is? (Oregon.)

I think it is very unethical. In fact, it is not strictly honest. To apply for a position elsewhere just so you can come to your superintendent and say to him that you have had an offer of two hundred dollars more elsewhere, but you would prefer to stay where you are if you could have one hundred more, is pretence, especially when you know from the start you do not care to move. Oh, yes, I know it is done, and that superintendents and school boards have to submit to it, but it is not honest and teachers should not only frown on such a practice but frankly condemn it. The best thing that one can say for it is that it is sharp business, and teachers should be above it. The teachers themselves should band together to kill any such practice out.

247. How can schools effect pre-school training? (Massachusetts.)

Pre-school classes are coming, perhaps we should call them nursery or pre-grade classes, and they will eventually be a part of the school system. In the meantime we should give every encouragement to serious, scientific research and experiment in this direction. We can encourage our Mothers' Clubs and Parent-Teacher Associations by co-operating for speakers, courses of study and literature on pre-school work. Teachers and mothers should work together for further knowledge on the subject. Much of school difficulty can be traced to faulty habit formation and wrong attitudes acquired in the five or six years before the child comes to school. It is to our advantage to promote a right pre-school movement, and, like all new movements, there is danger of our going astray in our early enthusiasm, therefore we can help by checking on a scientific, sane and human basis continually.

248. What can we do with teachers who insist on driving pupils' failings home to them? (Virginia.)

Yes, I know the kind; those worthy people who always want you to admit you are wrong; who think it is right you should; good for soul or some such idea. The "I told you so" group is included in this kind. Now, nobody wants to admit they are wrong, even you nor I, and even when you force a pupil to admit he is wrong it gets you nowhere with him, unless antagonizing him pushes you farther away from him, which is certainly not what you are after.

The question preceding yours seems to me to be why do teachers do this thing, how do they get this attitude? Well, it may be a subconscious feeling of superiority and there may be a lingering prejudice of that old doctrine that "confession is good for the soul."

If talking over the matter in general teachers' meetings doesn't start this teacher thinking then you might labor with him personally. Nobody likes to have their failings driven home. It is not courteous. It is not kind. "Oh, but if I were in the wrong I would want some one to tell me, so I could correct it," I hear such a teacher say. I very much doubt it, and I think you will have no trouble in easily convincing that person that he would soon dislike such a proceeding. Seek, bring out, and develop the best in the pupil, the corner stone of new education has nothing to do with driving home failings.

249. What is the value of a time element? Why all this hurry in school? Where are we going anyway? (Idaho.)

Those are the very same questions we adults ask ourselves sometimes. The world seems to be divided into two classes, those who always hurry and those who never hurry. This same division seems to hit teachers and pupils. Of course, there are people who seem to know when to hurry, when to drive, and when to take things leisurely, but they certainly are not the majority. America has this hectic rush, especially in our larger cities, and the automobile is bringing it to the country.

Of course, you do not expect me to answer those questions, but the attitude behind them which you suggest is of vital importance to teachers and should be receiving careful consideration. There is no doubt we should take time to think. We should not be rushing from one thing to another, sipping at the surface of life. That does not bring success and deep, lasting joy.

We need to teach our boys and girls to plan things out before they start; to take time to reckon the price and the worth of things before they act; not to flitter away their time and pay a great price for poor goods, flitting, questionable pleasures or shams. We need to show them how many of the contributions to social progress have come from the leisure hours of great minds, when these men had a chance to sit down with their ideas in quiet. The road to high adventure is still open, but it has to be carefully sought. It is not accidentally stumbled upon in a mad, blind rush.

Thoughtless, reckless rush through the surface of life in the search of material and physical pleasure presents a serious problem to educators and should be definitely faced and combatted in the habit training of our youth.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

The Will-o'-the-Wisp—I

There was once a little boy who lived on the edge of a great marsh. In some ways he was a dreamer, for he loved to go down to the marsh edge as night came on and watch the flickering silver wicks of the will-o'-the-wisp light themselves and float away over the dark pools like the slender torches of a hundred fairies.

There was something mysterious about the silver torches of the will-o'-the-wisp that interested the boy and occupied nearly all his waking thoughts. Will-o'-the-wisps ran through his dreams also;—strange unearthly gleamings that led him into the most curious adventures.

"I must find out what I can about these will-o'-the-wisps," said the boy to himself. "I shall first ask the old Indian who lives at the bend of the river. He has been in these parts for over eighty years, and surely must know some little thing about these strange lights upon the marsh." The boy found the old Indian sitting in his dugout canoe, fishing. "John," he asked, "tell me what you know about the silver lights that come out after dark and play across the waters of the marsh." The old Indian looked at the boy keenly, then he said: "Marsh lights are souls of my ancestors. Each one a warrior who has died with some crime against him. The crime holds him down to the earth. Spirits do not shine in the sunlight. It is too strong, but when night comes, then spirit shines like silver fire. Spirit comes up out of marsh water and goes, here, there, everywhere, looking for something it cannot find." "Why cannot it find what it seeks?" asked the boy. "Need eyes to find things," said the old Indian. "Need hands to grasp things that are found. Spirit has no earth-eyes and no earth-hands, so goes this way and that like a blind man. Time to find good things, now, while we have earth-eyes and earth-hands."

(To be continued.)

The Will-o'-the-Wisp—II

Now the boy was not satisfied with the story of the Indian, so next day he went to an old woman who lived in a tumble-down shanty, beyond the edge of the village. "Martha," he said, "here is a bushel of potatoes and a nice piece of fresh pork. Now tell me the meaning of the marsh lights that I see every night running here and there over the dark waters."

Copyright, 1926, by Joseph B. Egan. All Rights Reserved.

The old woman smiled at the boy's question. "The lights you see," she said, "are the silver lanterns of the marsh people, who sleep by day and go about their business when the night comes. The marsh people are a very gentle and timid race. They love to sit on lily pads and dangle their heels in the water; they like to sleep all curled up in the golden heart of the water lily; now, take my word for it, stay away from the marsh people. While they are not troublesome when let alone they have a way of leading one on and on until he becomes just like themselves, a dreamer and a night wanderer, and a waster of time and opportunity. My boy, forget all about the will-o'-the-wisps and the marsh people and study hard at your grammar and arithmetic."

"Much obliged," said the boy. "You were kind to tell me all this."

However, the boy was not satisfied. That night he sat long into the dark, on the shores of the marsh. The silver wicks of the will-o'-the-wisps flared up and died like fireflies all across the breast of the swamp. The boy listened for the groanings of the dead warriors, but none came to him; he listened for the silver laughter of the marsh people, but again heard nothing but the chirp of a thousand crickets.

The next day the boy's mother scolded him soundly for wasting his time on the edge of the marsh.

"But," said the boy, "here is a mystery that I want to know about. You ask me to learn about distant places in my geography and about distant events in history, and all the while, right here in my own back yard, there is something really worth learning about."

That noontime the boy remained behind when the others had gone home to lunch. He approached the teacher's desk. "I am anxious to know something about the will-o'-the-wisps that are to be seen any night upon the marsh," he said. The teacher looked at him severely. He recalled that the youngster had missed his history lesson that very morning. "A will-o'-the-wisp," he answered, "is a foolish notion that foolish people follow to the neglect of things that are of more importance. For instance, if you started walking to Europe, that would be following a will-o'-the-wisp; if you thought there was gold hidden under the oak in the school yard and dug for it every chance you got, that, too, would be following a will-o'-the-wisp. In your case, sitting down by the marsh nights, trying to see something that is hidden from the rest of us, is also following a will-o'-the-wisp. Now, my advice to you, young man, is to stop bothering about those marsh lights and get down to business in your studies."

The boy, somehow, felt that the teacher had evaded his question. He had been given a barrow-load of advice but not a spoonful of information.

That week-end the boy rode his bicycle down to an adjoining town, where a professor in a distant university lived.

"I have come, sir," he said, "to find out just what a will-o'-the-wisp is." He then told the professor of the answers of the Indian, the old woman and the school teacher. The professor looked seriously at the young man. "A will-o'-the-wisp," he said, "is a gas that rises out of the marsh and glows when it comes in contact with the oxygen in the atmosphere. Wherever there is decaying vegetation one may find this sort of thing. You may be interested to know more about the gases that rise out of the earth. Here is a book that tells you all we know about the formation, millions of years ago, of oil and gas." The boy took the book eagerly and returned to his home. Instead of sitting on the edge of the marsh, that night he lit a light of his own in his attic room and under its light delved into the secrets the book revealed. The boy was thrilled by the vast history of the past. He visioned himself back in those remote ages when huge forests thrived and died in order that the sunlight that fell on them might be stored away for a later use.

Now the boy began to see his other studies in a new light. In order to learn more about his will-o'-the-wisp, he wished to go to college, so he studied, and went ahead so rapidly that all were amazed. When his spirit grew tired or he felt discouraged, he went down at nightfall and sat on the shores of the marsh and reveled in the dancing of the pale silver lights. At such times they beckoned to him like tall, bright, curling fingers.

(To be continued.)

The Will-o'-the-Wisp—III

The years passed on and the boy entered college; the lure of the will-o'-

the-wisp still led him on, and he specialized in chemistry. He spent many hours trapping the gases that bubbled up from the old marsh and carrying them away for examination. Then one day a call came to him from a man in the far West who was drilling for oil. He had heard of this young student who spent all his spare time studying the marsh gases.

"Come out here," he wrote, "and study the will-o'-the-wisp I shall show you, which lies five thousand feet under the earth." The young man accepted the call. Ten years later he was the owner of great wells of his own from which the black oil spouted to be changed into millions of gallons of a will-o'-the-wisp known under the trade name of gasoline. Today the man, no longer young, is wealthy as the world gauges the possession of money. As he sits in his beautiful office overlooking the Hudson, he sends out a word of advice to the youngsters of the land which is different from that of his school teacher. "A will-o'-the-wisp," he says, "is a beautiful and interesting sidelight on life. If you have one in your back yard follow it. It will lead you to a treasure greater than diamonds or golden coin. In my case, the same will-o'-the-wisp that led the Indian to thoughts of his ancestors, and the old woman to thoughts of spirits in the marsh, and my school teacher to thoughts of my general worthlessness, led me to the discovery of oil and gas in regions thousands of miles from home. Yes, a will-o'-the-wisp of the right sort is a good thing, and I advise every young man to find one and follow it."

—

Structural Weakness

Not many years ago a contractor during the erection of a large theatre placed part of the cement work under the control of a dishonest foreman. This man, in order to make a little extra money, put less cement into the stone mixture than the contractor furnished. He made the pitiful sum of fifty dollars by his dishonest act. A year later, while the theatre was crowded, the section of the wall that this man had built suddenly gave way, killing twenty people and wounding hundreds of others.

For fifty dollars this man had robbed himself of character and many of his fellow men of lives and comfort. He was found out and sent to prison after the disaster; thus he also robbed himself of his freedom.

I want to call your attention, now, to the title of this letter, structural weakness. What does the word mean? Does it apply to a character as well as to a building?

The poor cement formed a structural weakness in that building. Such a weakness in a new building rarely occurs without good human cause. Carelessness or dishonesty or ignorance are the three great sources from which it rises. The same applies to structural weaknesses in our characters. They result from carelessness towards the big things of life, from dishonesty in our dealings with ourselves, and ignorance of the fact that happiness results only from good character.

I knew a boy once who cursed frequently, using the name of the Saviour in terrible ways. So far as I knew that was the only structural weakness in his character at the age of sixteen. At seventeen he had grown brutal in his dealings with others, and coarse in his actions; at eighteen he stopped going to church and began to associate with bad companions; at nineteen he was taken into court on a serious charge.

This boy's character had a terrible structural weakness in this cursing habit. No character containing it could stand up for long.

There are very many other destructive weaknesses. Lying is one of them. It is so fatal that even the face of the habitual liar changes and takes on a shamed look.

Stealing is another. This weakness leaves any character a mass of ruins.

One further thought. When through a structural weakness a character falls, death always results. Physical death in the case of a public building, but spiritual death in the case of character. As the walls of the spirit cave in on us, joy dies in the dust; laughter turns into a groan of anguish; peace of mind lies buried under tons of remorse; success is mangled in the general crash.

—

Calm Soul of All Things

Five men were once questioned as to the most desirable thing to be found at life's end. One answered. "Growth; to feel that all the years of living have not been in vain. That man retreats from the white light bearing with him an increase of spiritual power." Another answered: "Happiness; to have so lived and prospered and enjoyed as to meet death with a smile; to have defeated misery and want and suffering and go out into the unknown filled with a sense of victory." Another answered: "Hope; to have seen the rainbow under all the clouds of storm; to have seen the smile behind the tears; the joy hidden in the heart of misery; to have endured and suffered and still meet death buoyed up with the supreme power of hope." Another answered: "Faith; to be untouched by the wreck and decay of earthly things; to see the mountain tumble and the castle fall; to see strong men die and women weep and yet face the darkness with the uplifting consciousness that all is well, that the spirit rises out of the very dust of collapsing worlds into the security of a higher life." The fifth answered: "Calmness in all things even in the face of death; calmness in which is the certainty of growth, the happiness of victory, the hope that knows no disappointment, the faith that uplifts and holds man close to the throne of God."

CALM SOUL OF ALL THINGS.

By Matthew Arnold.

Calm soul of all things! be it mine
To feel amid the city's jar,
That there abides a peace of Thine
Man did not make and cannot mar!

The will to neither strive nor cry,
The power to feel with others give!
Calm, calm me more! nor let me die
Before I have begun to live.

IN RESPONSE

to many requests, Mr. Egan has authorized the issuance of a limited edition containing

200 OF HIS CHATS

A DELUXE EDITION

DESCRIPTION

Books in both bindings will have all gold facings.
Will be printed on choicest paper.
Will be illustrated in COLOR and black and white.
Will contain many chats never before published.
Each book will bear a Special edition mark and a NUMBER.

Each book will be personally AUTOGRAPHED to you, or any one you designate, by the author.

SUBSCRIPTION PRICES

Bound in Fabricoid Morocco.....Three Dollars
Bound in genuine Morocco.....Four Dollars

If you desire copies for yourself or friends, fill out the following form at once and mail to

Joseph B. Egan
Care
JOURNAL OF EDUCATION
6 Beacon Street, Boston

Please reserve for me..... copies of Mr. Egan's new edition of Chats. I enclose..... dollars to cover cost of same.

Please autograph to

.....

.....

Name.....

Address.....

EDUCATION IN ACTION

Behaviorist's Sons In Millionaires' School

The two sons of Dr. John B. Watson, prominent exponent of behaviorism, have been sent to the Bovee school, a conservative and exclusive school for boys in New York City. Situated in the "Diamond Back" section of Fifth avenue, the atmosphere of the Bovee school is about as financially solid as the First National Bank. Environmentally, therefore, the Watson boys, Albert and James, six and four respectively, have a good start in life. These children have been more or less in the public eye since they were born. They have been unwitting subjects of experiment for Dr. Watson's behavioristic theories. According to their father's belief that heredity is of no account and environment is the one factor in the building of character, every detail of their young lives has been planned to "condition" them to meet a matter-of-fact existence. "Let the children live their own lives" has been Dr. Watson's theory and practice. Realizing last summer that the boys have always played together and were becoming inseparable, Dr. Watson packed them off to different camps to get away from their parents and each other. Parents, he believes, are the greatest menace the child has to battle against. In order to rescue him from the baneful effects of "mother love" he would have mothers changed every four weeks if it were possible.

Americans Study In Mexican School

A report made public by the Summer School of the National University of Mexico states that 228 American students from thirty-six states attended the last summer term. Texas, with forty-eight students, and California with forty, headed the list. The Summer School in Mexico City was established eight years ago for the purpose of creating more cordial relations between the two republics, according to the Foreign Language Information Service.

New System Urged In Adult Education

"The subject matter of adult learning takes its departure from experience, not from arbitrarily arranged knowledge," according to Professor Edward C. Lindeman of the New York School of Social Work. One reason for adult education today, he continued, is that, with our present conceptions of achievement, life for adults in America is dull. A symptom of this he said was "our almost maudlin preoccupation with children" for whom we are trying to do so much largely because our own lives aren't exciting. He stressed the need in developing a technique of adult education, for counteracting the influence of specialization which runs through all our life, he said, and must be met in education by getting away from the teacher-pupil relationship in adult work to a cooperative digging out of material without any "lecturers" at all. "Our life today is coming more and more under the control of organized groups and committees," he added. "The individual counts for little, and if we are to preserve the fundamental ideals of democracy we must find some way, through group education, to make these groups effective and articulate."

Says Too Many Girls In Colleges

"There are few women of first rank in scholarship and education in America," declares Dean Virginia Gildersleeve of Barnard College. "This means," she continued, "that we must concentrate to produce first-rate workwomen. It is better to concentrate on producing perhaps three Mme. Curies in the next 500 years, than to argue whether women are worthy of their opportunities. We must catch the best scholars while they are young, and stimulate them to go on. There are more girls in college than really need to go. We should concentrate on quality, and fellowships stand for quality. America still lags behind European countries in scholarship, though the gap has narrowed perceptibly in the last decade. But we must strive for first-rate work, even if we cut down college enrollment."

Blind Children As Story Writers

Blind children all over the United States continue to show talents for short-story writing, according to the New York Association for the Blind, which has just concluded its third annual short-story contest. This contest, the first of its kind ever held for young blind children, was started to stimulate the imagination and creative faculties of the sightless, who are "seeing" the world with their fingertips. No restriction was placed on the type of story to be written, and manuscripts received included fantasies, adventure stories and romance. "The fact that adventure stories predominated in the manuscripts seems to bear out the psychologists' theory that people seek in their imaginations expression of their unfulfilled dreams," said Thomas S. McLane, treasurer of the association. "Impressions made through the senses of hearing and smell are far keener in these short stories than they would be if sighted children wrote them, and small details that the eye would see are lacking. But the stories show the same healthy love of life and adventure as would any other stories."

Declares Education Cuts Earning Power

A college education is a distinct detriment to the earning capacity of American youths; it sends persons into professions which are already overcrowded and robs them of the daring attitude which is essential to business success, Dr. Harold F. Clark, professor of education at Teachers College, declared in a preliminary report of nearly a year's study. He asserted the popular notion that every year spent in college adds a definite number of dollars to an individual's earning power was false, and asserted that any apparent income advantages of university graduates are the result of "natural ability rather than education." Dr. Clark explained that he was not attempting to discourage men and women interested in liberal studies from attending college, but he emphasized that such an education would be of little value to the persons who wished to be financially successful through the prestige of a university training.

Spanish Students And Police Clash

Students of the University of Madrid have clashed several times with the police in their efforts to stage demonstrations against the dictatorship of Premier Primo de Rivera. The troubles began when students remained away from classes because of what they considered unjust expulsion of one of their number. The use of the police to discipline them caused a break between the university authorities and the government. The rector and the deans of five faculties resigned, but they were ordered to remain at their posts. Students in Barcelona have organized sympathetic demonstrations, but otherwise the country at large has not been affected.

Dull Pupils Read "Thriller" Books

A study of the reading tastes of children in grade schools by Dr. Miriam Blanton Huber of Teachers College, Columbia University, reveals the preferences of dull, average and bright children, rated according to standard intelligence tests. If the child is rated as dull he prefers for his reading the mystery "thriller" to first-rate humor, while if he is bright and at the head of his class he will prefer the humor to the "thriller." If, on the other hand, he is merely average he will not have any particular preference between the two kinds of literature. Among the conclusions found is the fact that all children are appreciative of the quality of reading materials given to them. Parents and many teachers have been in the habit of prescribing almost any type of book or story which they thought would interest the child. According to Dr. Huber, this method is wrong. The children, even though they may be of inferior intelligence, appreciate the merit of stories and poems given them.

Ruling on Teachers Upheld in Turkey

The sentence of three days' confinement in the American School and three liras fine imposed by the petty court of Broussa, Turkey, on three American school teachers charged with religious propaganda last year has been upheld by the Eskichehir Court of Appeals as regards Miss Edith Sanderson and Miss Lucille Day. Miss Sanderson is now in the United States and Miss Day is in Greece. The upper court's decision regarding Miss Jennie Jilson, the directress of the school, is not yet understood at the American school.

U. S. Teaches Albania Kindness to Animals

American educational institutions in Albania, Europe's newest monarchy, have co-operated in the organization of the first Albanian society for the protection of animals. Meetings to further the campaign have been held at the American Vocational School at Tirana, and at the American agricultural school at Kavaga.

National Amity Aided by Students

Dr. Ellen Gleditsch, president of the International Federation of University Women, recently described the great work toward amity among nations by interchange of scholars through fellowships. "After one has studied for a number of years in a foreign country," she said, "one unconsciously acquires a feeling of friendship and cordiality for the stranger. There is no finer way to know the foreigner than to visit his country, stay there, study and realize that he is as much your friend and neighbor as the person who lives across the street." She expressed a deep interest in the drive which the university women of America are making to endow research fellowships for women, especially in those fellowships which require the work to be done in a foreign country.

Adults Gain By London's School

The continuation schools and classes organized by the London education authority every winter provide educational opportunities for a large number of boys and girls who have left the ordinary day schools, and also for men and women. This year both the number of classes and the number of students have shown great increases. The number of classes is about 10,000, some being of a technical and trade character, and some of a broadly cultural and non-vocational character. The total number of students is 230,000, which is an increase of 30,000 in the last five years. Girls and women are rather more numerous than boys and men. The cost of this department of London's education is 1,500,000 pounds.

Transporting Pupils Required $40,000,000

The transportation of school children at public expense in the United States has grown from practically nothing in 1869, when Massachusetts passed the first authorization act, to an estimated expenditure of nearly $40,000,000 for transporting approximately 1,500,000 children in the school year 1926-27, reports Dr. Roe Lyell Johns in a survey issued at Teachers College, Columbia University. "This growth has been due largely to the desire of the American rural people to provide an educational offering for their children equivalent to that of urban sections," says Dr. Johns. "All of the states have laws of one sort or another that make possible the transportation of pupils at public expense. It was a familiar sight to see horses hitched to the trees surrounding log schoolhouses in pioneer days. Moreover, thousands of children are still transported to school by their parents and at their expense. But every year more and more of the burden of transportation is being assumed by the school," Dr. Johns concluded.

School Problem Acute in Moscow

The rapid growth of the population of Moscow has contributed toward making the problem of housing the schools of the Soviet capital extremely acute, according to reports recently found in Russian newspapers. It is said that while the number of pupils in the Moscow schools is thirty-five per cent. greater than in 1914, the floor space for them is fifty-three per cent. less. The schools are running on two, and sometimes three, shifts daily, with the result of tiring out the teachers and hampering the pupils' work. The older children attend school in the evening. A petition has been presented to the Commissariat of Finance asking for a special bond issue for the construction of more school buildings. It is estimated that in the near future accommodations will have to be found for 90,000 more pupils and that it will be necessary to spend about $45,000,000 for buildings during the next five years. Similar conditions obtain in many other Russian cities.

Reform Needed For Indians' Schools

Scandalous educational conditions that affect both the children and teaching personnel among the Navajo tribes of Arizona and New Mexico are revealed by Mrs. Mary Roberts Coolidge, noted California educator and author, who has recently returned from an annual sojourn among the Indians of the Southwest, where she made a point of studying the school situation that she describes as in crying need of immediate and drastic reform. Frequent transferring of teachers and children from one school to another, low salaries, inadequate appropriations for food, clothing and instruction, inefficient instruction, overcrowded schedules and overworking of both students and instructors, cumbersome bureaucratic methods and the most painful evidences of economy all combine to render the educational system among these tribes a travesty that should be remedied by the most drastic reform measures, in the opinion of Mrs. Coolidge, who gives numerous concrete instances to prove her point. "From the educational point of view the Navajo is a foreigner in his own country," Mrs. Coolidge says. "He does not speak English and resists compulsory

HOLIDAYS and SPECIAL OCCASIONS
IS THE NAME OF OUR NEW CATALOG AND IT CONTAINS SCHOOL ALL GRADES
ENTERTAINMENT SUGGESTIONS of ALL KINDS and FOR ANY EVENT
from NEW YEAR to CHRISTMAS
Including—OPERETTAS—CANTATAS
CHORUSES-OCTAVO MUSIC (2-3-4 part)
SOLOS—DUETS (Sacred—Secular)
MUSICAL RECITATIONS,
AMATEUR MINSTREL MATERIAL, Etc.
IT'S FREE IF INTERESTED SEND FOR IT TODAY IT'S FREE
M. WITMARK & SONS Dept. 5 1650 B'WAY, N.Y.

English in the schools. He is surrounded by English-speaking teachers, employes, doctors and traders, and the effect of living in an alien atmosphere makes him painfully inarticulate."

THE VERY BEST OPERETTAS FOR CHILDREN

PETER RABBIT

Book and Music by Henry P. Cross $.80

Three acts; two scenes; six principals, eleven speaking parts, any number in the chorus; costuming, settings and effects are clever and original but easy to provide.

GOLDILOCKS AND THE BEARS

Book and Music by Henry P. Cross $.80

Slightly easier than "Peter Rabbit." Five principals and speaking parts; chorus any number. Costuming highly amusing but simple.

LADY-BUG, LADY-BUG

Book by Harriet Ide Eager

Music by Samuel R. Gaines $.80

Tommy Tiptoe is a small boy who has earned his name by standing on his tiptoes when he feels excited. As a Lady-bug flies by one day he chants the old rhyme: "Lady-bug, Lady-bug, fly away home." Suddenly he turns small, the size of an insect. It is at this moment that he enters the scene—a rosebush where the Lady-bug and her Baby-bugs are dancing about the Heart-of-the-Rose, whom they protect from her enemy, the Terrible Aphis.

PUBLISHED BY

J. FISCHER & BRO.

119 West 40th Street, New York

Earn Your Credits in Delightful Surroundings

Come to Vermont. Enjoy splendid facilities for study, lake and mountain excursions under University direction. Superior opportunities for outdoor life near Lake Champlain, the Adirondacks and the Green Mountains

Courses are offered for graduate students, those desiring credit toward college degrees, teachers working for certification credit and those wishing to study only for professional or self improvement.

Summer Session
University of Vermont
July 5 — August 11

A summer school combining excellent educational opportunities with recreation and the improvement of health. Subjects:

Write for further information and illustrated bulletins.

BENNETT C. DOUGLASS, Director of Summer School
University of Vermont Room B Burlington, Vt.

TREND OF THE TIMES

SEVENTY PER CENT. of the members of the National Association of Manufacturers have no fixed maximum age living limit. Of the thirty per cent. who do have maximum limits for hiring new employes many make exceptions in the case of former employes who wish to rejoin them. The most frequent limit is forty-five years for unskilled and semi-skilled workers, and fifty years for skilled workers. No companies reporting discharged employes when they reached a given age. The age limits in effect range from twenty-five years to seventy years.

WASHINGTON takes no stock in the pessimistic prediction of Sir George Paish at Manchester that a big financial panic is due this spring. Secretary Mellon, in discussing the tax returns for the period ending March 15, pointed out that the United States is prosperous and that the tax collections are running above the estimates. Senator Carter Glass, author of the Federal Reserve Act, says Paish no doubt based his prediction on the reckless stock gambling here, which is real cause for alarm.

RICH MEN in increasing numbers are using speed boats to commute between New York City and Long Island Sound, the Hudson river and the Jersey coast. These commuting boats are mostly from forty to one hundred feet in length, from twenty-five to fifty miles an hour in speed, and from $40,000 to $75,000 in cost. They are luxuriously appointed inside and out and are the property of wealthy business men who have long since passed the stage of personal interest in the cost of subway fares.

FIVE STATES have passed laws allowing courts to grant alimony to husbands where the wife is at fault in the divorce and where there are children to be supported. Several others now deny the wife the right to recover alimony where she is to blame for the divorce. Now a national agitation is under way to abolish alimony where the wife is young, able-bodied, childless, and particularly where she is responsible for the divorce.

RADIO receiving sets have done much to relieve the monotony of life in isolated lighthouses and lightships and are making the lighthouse service more attractive to employees, the Department of Commerce reports. Some time ago individuals and organizations began sending them radio sets. As a result 300 sets were soon received and distributed. With some privately-owned sets, nearly all lighthouses are now equipped to receive radiocasts.

IF VATICAN CITY should be recognized by the United States Government as a separate state entitled to diplomatic changes, its immigration quota would automatically be fixed at 100 per year, the minimum assigned to small countries under the present law.

SING SING attendants, searching prison records, found that in the 339 murder and manslaughter cases in New York City in 1928, only six persons were sentenced to death. In other words, capital punishment resulted but once in every fifty-six killings in the Metropolis. Of the six executed in 1928 from New York City, five were from Brooklyn. The other was from Queens. Five of the six killed policemen.

GERMANS are charting their future in the sky. Railways, telegraph, telephone and postal organizations are now figuring how they can align their organizations with aviation. German shipping companies, which are now again competing in world trade, are also making particular studies of enlisting aviation. The commercial air-service now available in Germany is said to be second to none.

JUPITER and the moon nearly collided recently when it was observed that the two bodies missed each other by a mere 389,760,000 miles. Seen through the new refracting telescope at the Maryland Academy of Science observatory, they were nearly in line and but an inch apart. It is unusual for planets to be seen that close to the moon, according to Dr. Charles A. Wolf of the academy.

THIRTY COUNTRIES since January, 1923, have taken measures to re-establish a fixed relationship between their currencies and gold, according to Professor Edwin W. Kemmerer. The gold standard is a long step ahead of any fiduciary money standard with which the world up to this time has had any experience, and yet it is far from perfect, for the value of gold itself—or in other words, the purchasing power of gold—is not stable, he declares.

The BOOK TABLE

PLANE GEOMETRY. By Joseph A. Nyberg, Hyde Park High School, Chicago. Cloth. 292 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

It is amusing to think how foolish it was for any state to omit Plane Geometry from the required course of study because it was neither attractive to the child in school nor useful after he left school. Plane Geometry is now as attractive a study as history or chemistry. Nyberg makes Plane Geometry interesting and important to students, because he eliminates everything traditional that was unnecessary and necessarily uninteresting.

Nyberg's "Plane Geometry" is a series of really thrilling adventures for a student. Instead of having to learn and memorize what has no interest for him and to him is useless he starts with a possible achievement and is stimulated to think for himself how to attain the desired ways and means of accomplishing what he sets his heart on.

There is almost as much credit due to modifying the vocabulary as in eliminating needless routine.

To rescue a traditional subject from the course of study junk heap is even a greater achievement than the discovery of something new, for much of the new will never be valuable while the old will always be valuable with a new birth.

EFFICIENCY IN VOCATIONAL EDUCATION IN AGRICULTURE. By G. A. Schmidt. Cloth. Century Vocational Series, New York: Century Company.

The Agricultural College is one of the few colleges that treats preparation for success in farming and agriculture as vocational education. The president and deans are scientific educators and no one can go forth with their approval who will not demonstrate efficiency in some phase of real agriculture.

The Fort Collins institution is the Teachers College of the state so far as the preparation of superintendents and principals for the famous Colorado Consolidated Schools is concerned. The art of teaching is taught scientifically, developing eye-span in pastures, fields and gardens, instead of merely on the printed page.

Professor Schmidt has succeeded in making "Efficiency in Vocational Education in Agriculture" broadcast the spirit as well as the science of attaining efficiency at Fort Collins. It has no rival in its field.

READING AND LITERATURE. Book Three. By Melvin E. Haggerty and Dora V. Smith, both of University of Minnesota. Cloth. 629 pages. Yonkers-on-Hudson and Chicago: World Book Company.

More and more does the human element demand that the schools shall produce well-read youth who leave the schools.

The culture demanded of the schools is the habit of reading everything needed to keep reasonably informed of whatever is vital in American life and in world achievement. This is impossible if one wastes time in reading things that are useless.

Millions of Americans are buying stocks and bonds wisely, enriching themselves as never before, and comparatively few are tempted to invest in worthless securities. There is little good money going into any stocks or bonds that are not in some stock exchange or curb reports.

The business of the schools is to create generations that will make as good investment of their reading time as of their financial savings. A seat on the New York Stock Exchange has gone up far above $600,000 in value because of the broadened use of that method of investment.

Books like "Reading and Literature" are to the youth of today what the stock exchange is to their fathers and mothers. The extent of the use of such books heightens the value of the schools in the taxpayers' exchange.

The test of achievement in a book like "Reading and Literature," Book Three, is whether or not youth will prefer it to exciting literature that does nothing but excite them. We have no hesitation in saying that Dr. Haggerty has made a genuine success in this adventure. There are twenty-five pages devoted to Lindbergh, and not a sentence is liable to be without a thrill for many years to come.. It is the most all round group of articles imaginable.

THE PHILOSOPHIC BASIS OF EDUCATION. By Robert R. Rush, Glasgow. Cloth. 205 pages. Boston, New York, Chicago, Dallas, San Francisco: Houghton Mifflin Company.

It will be interesting to see to what extent any considerable number of school men and women will be vitally interested in a philosophy of education.

It carries us back several years to the time when we reveled in the philosophies of Fichte, Kant, Hegel, and other world thinkers. It was a time when we had no responsibility for accepting any philosophy we might prefer, hence we enjoyed the fact that each of several philosophers was sure that the fate of humanity was involved in the dominance of his philosophy.

What a change! "By their *fruits* ye shall know them. By *their* fruits ye shall know them. *By* their fruits ye shall know them. By their fruits ye shall *know* them. By their fruits ye *shall* know them. By their fruits ye shall know *them*. By their fruits *ye* shall know them." In every conceivable application that famous verse is worshiped to day.

Over seas there may be vitality in a discussion of Naturalism, Pragmatism and Idealism in Education, but there is slight hope of steering education at present by any emphasis upon philosophy of other days.

All the same we have enough of our love of other days to have enjoyed reading a vigorous pronouncement for Idealism in Education.

It is interesting to see with what consummate assurance the author suggests the possibility that the "generally admitted unsatisfactory state of America's secondary education" is the penalty for dependance upon a pragmatic philosophy.

Personally we want to thank the Glasgow educator for giving us both amusement and refreshment through his "Philosophic Basis of Education."

THE DANISH FOLK SCHOOL. Its Influence in the Life of Denmark and the North. By Olive Dame Campbell, Brasstown, N. C. With Foreword by Paul Monroe. Cloth. Illustrated. 360 pages, 6 by 10 inches. New York: The Macmillan Company.

This is the most interesting account of Folk School activities for American readers that we have seen. The author is the wife of John C. Campbell, who was secretary of the Southern Highland Division of the Russell Sage Foundation for thirty years. After his death the author established the John C. Campbell Folk School at Brasstown, North Carolina, after she had visited Scandinavia and made a careful study of Folk Schools, and this book is a vivid account of her year's study.

Books Received

"Standardization of American Poetry for School Purposes." By I. V. Cavins. — "The Commonwealth Teacher-Training Study." By W. W. Charters and Douglas Waples. Chicago, Illinois: University of Chicago Press.

ESTABLISHED 1869

NEW SAFETY RULES ON HOLDEN BOOK COVERS

Are a Safeguard to the Pupil From the Home to the School

SAVE YOUR BOOKS SAVE MONEY SAFEGUARD HEALTH

Samples sent free upon request

THE HOLDEN PATENT BOOK COVER COMPANY

SPRINGFIELD MILES C. HOLDEN, President MASSACHUSETTS

GRINS BETWEEN GRINDS

Pass the Fruit

When Eve passed 'round the luscious fruit
Then clothing came in style;
We'll have to pass the fruit again
Methinks, in a short while.

Chip of the Old Block

"What would you do if you had a son like mine?"

"I'd work hard to disprove the theory of heredity."

So Artistic

Caller—"What a cozy little breakfast room—and the wall is so artistically splatterdashed."

Mrs. Depew—"Yes, this is where my George eats his grapefruit."

Oh, Let's!

Fond Mamma—"Yes, my darling, those little boys next door have no father or mother, and no kind Aunt Jane. Wouldn't you like to give them something?"

Archie (with great enthusiasm)—"Oh, yes, mamma. Let's give them Aunt Jane."

Silver Threads

The young man was prematurely gray and proud of it.

"Looks quite poetic, don't you think?" he asked the girl.

"It does remind me of a certain poem," she said.

"And what is that?"

"'When the Frost Is on the Pumpkin.'"

Cured

He had just hung out his shingle. That morning a stranger entered. The doctor asked to be excused, as he hurried to the phone.

Taking down the receiver, he said: "Yes, this is Dr. Whoosit. Yes, I will be ready for you at two-ten this afternoon. But please be prompt, for I am very busy. Two hundred dollars? Yes, that was the estimate I gave you."

Hanging up the receiver, he turned to the stranger and, rubbing has hands, asked: "Now sir, what can I do for you?"

"Nothing," replied the stranger, quietly. "I only came in to connect up the telephone."

Which One?

Woman in a street car to her friend: "I wish that good looking man would give me his seat."

Five men got up.

Do It Now

Observers from foreign countries say American husbands, as a rule, spoil their wives by praising them overmuch. However correctly the criticism may apply generally, it does not apply to the old Maine farmer who is on record as having said:—

"Yes, I reckon I've got the best wife that ever lived. For nigh on to fifty years, through sunshine and shadow, riches and poverty, sickness and health, she's been as true as steel and as sweet as an angel. Yes, sir; I don't believe a better wife ever lived atop of the earth, and sometimes it's all I can do to keep from telling her so."—Boston Globe.

Not So Dum'

Teacher—"Give the principal parts of the verb 'swim.'"

Johnny—"Swim, swam, swum."

Teacher— "Good! Now give the principal parts of the verb 'dim.'"

Johnny—"Teacher, I'd rather not."

A 1929 Model

She—"They've taken all the brooms out of the White House."

He—"Why?"

She—"Because they put in a Hoover on March 4."

Why Teachers' Eyes Need Care

FACING the light all day; subjected to irritating chalk dust; correcting papers or doing research work at night—no wonder a Teacher's EYES so often feel Tired, Dull and Heavy.

A few drops of *Murine* Night and Morning will protect your EYES from irritation and keep them in a Clear, Bright, Healthy Condition. Harmless!

Write THE MURINE COMPANY
Dept. 77, Chicago
for FREE EYE CARE BOOK

MURINE FOR YOUR EYES

TEACHERS' AGENCIES.

THE FISK TEACHERS' AGENCIES

Boston, Mass., 120 Boylston St.
Portland, Me., 415 Congress St.
New York, N. Y., 225 Fifth Ave.
Syracuse, N. Y., 402 Dillaye Bldg.
Philadelphia, 1420 Chestnut St.
Pittsburgh, Pa., 549 Union Trust Bldg.
Birmingham, Ala., 808 Title Bldg.
Kansas City, Mo., 1020 McGee St.
Portland, Ore., 409 Journal Bldg.
Los Angeles, Cal., 548 So. Spring St.
Send for circular and registration form free.

THE FICKETT TEACHERS' AGENCY

Edward W. Fickett, Prop. 8 Beacon Street, Boston
Telephone Hay. 1678. Established 1885

BRYANT TEACHERS' BUREAU, Inc.

1759-60 SALMON TOWER
11 WEST 42ND STREET New York City
Member National Association of Teachers' Agencies

Well qualified teachers invited to enroll. Through our New York and Philadelphia offices we place teachers where professional recognition and advancement are greatest.

MONTANA TEACHERS AGENCY

BAKER, MONTANA, A. George Rudolph, Mgr.

EXCELLENT SERVICE TO TEACHERS AND EMPLOYERS. TERRITORY, ENTIRE NORTHWEST

THE PRATT TEACHERS' AGENCY

70 FIFTH AVENUE, NEW YORK

Recommends college and normal school graduates, specialists, and other teachers to colleges, public and private schools in all parts of the country. Advises parents about schools

MIDWEST TEACHERS BUREAU
Kansas City, Kansas

"Placing the right teacher in the right position."
Kindergarten to University.
Coast to Coast. Enroll Now.

THE CLARK-BREWER TEACHERS AGENCY

47TH YEAR

CHICAGO, 64 E. Jackson Boul.
PITTSBURGH, Jenkins Arcade
MINNEAPOLIS, Globe Bldg.
NEW YORK, Flatiron Building
KANSAS CITY, N. Y. Life Bldg.
SPOKANE, WASH., Chamb. Commerce Bldg.

All Offices Members National Association of Teachers' Agencies

For one registration in any office you join permanently all and can call for service at any time without further expense.

Exceptionally fine opportunities in wonderful suburban school systems and city schools.

College Positions, all departments, for A.M.'s or better. Music Teachers and Physical Training Teachers should get our professional personnel blank.

JOURNAL MAIL BAG

Education Is Interpretation of Modern Life

By Benjamin L. Simmons
Superintendent, Hosmer, South Dakota

Some time ago the editors of the Journal of Education issued a call for a new enthusiasm, or definition, or interpretation, or what you will in education that should arouse dormant impulses, and by furnishing a rallying point for new movements and counter movements should cause the professional ranks to glow with the stir of life.

That is a big order, but if I were to attempt a contribution, I would say the following:—

I believe that the aim of secondary education, if not all education, should be, not good citizenship, social efficiency, vocational training or any of the other things we have been saying it is, but rather *to equip the individual so that he may understand and interpret modern life.* I believe that if he can do that much, all these other aims that we have had in mind will come, more or less as a matter of course, into being. As Woodrow Wilson loved to write, one must "see life steadily and see it whole" in order to be himself sanely, in this modern world. I will not expand upon these statesments—let them be kept in mind as we proceed and the meaning will be more clear.

Having accepted any aim of education, one's real problem comes in attempting to make that aim effective through the organization of the course of study (or re-organization). The aim is merely so much imagination unless the product of the course of study, the student, responds to that aim.

How should the course of study be organized so that the student (at least a majority of those mentally competent) would understand and be able to interpret modern life intelligently and sanely enough to see their own place in it and to adapt themselves to it? This is the question over which the profession might stir itself into noble activity and disagreement, for such an aim, achieved, might conceivably make a happier, more contented and more productive world.

How should this curricular problem be solved? I shall not intrude my own ideas except to say enough to serve by way of illustration. To achieve such an aim, any curriculum would have to be built around or include a thorough and perspective treatment of human history, topped off with social science. And how can anyone understand modern life who does not know something of biology? or who has not had a broad course in physical science? or for that matter, who does not know something of psychology? Should he not be introduced to the arts? Should he not be trained physically in order to feel (and withstand) modern life?

Here is plenty of room for speculation and research. Here is ample ground for another "noble experiment."

—

Time

The supply of time is truly a daily miracle, an affair genuinely astonishing when it is examined.

You wake up in the morning, and lo! your purse is magically filled with twenty-four hours of the unmanufactured tissue of the universe of your life. It is yours. It is the most precious of possessions. No one can take it from you. It is unstealable, and no one receives either more or less than you receive.

Talk about ideal democracy. In the realm of time there is no aristocracy of wealth and no aristocracy of intellect. Genius is not rewarded by even an extra hour a day.—Arnold Bennett.

STATEMENT OF THE OWNERSHIP, MANAGEMENT, ETC., REQUIRED BY THE ACT OF CONGRESS OF AUGUST 24, 1912.

Of Journal of Education, published weekly at Boston, Mass., for April 1, 1929.

State of Massachusetts, County of Suffolk, ss.

Before me, a Notary Public, in and for the state and county aforesaid, personally appeared A. W. Belding, who, having been duly sworn according to law, deposes and says that he is Associate Editor of the Journal of Education, and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management, etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations, to wit:—

1. That the names and addresses of the publisher, editor, associate editor, and business manager are:—

Publisher—New England Publishing Company, 6 Beacon street, Boston.

Editor—A. E. Winship, 46 Shepard street, Cambridge, Mass.

Associate Editor—A. W. Belding, 277 School street, Watertown, Mass.

Business Manager—Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.

2. That the owners are:—

New England Publishing Company, 6 Beacon street, Boston; A. E. Winship, 46 Shepard street, Cambridge, Mass.; Anson W. Belding, 277 School street, Watertown, Mass.; Isobel R. Lay, 60 Dartmouth street, Winter Hill, Mass.; Loella R. Winship, 46 Shepard street, Cambridge, Mass.; Laurence L. Winship, South Sudbury, Mass.; Mrs. Abbie Meserve, 87 Linden street, Allston, Mass.

A. W. BELDING,
Associate Editor.

Sworn to and subscribed before me this 5th day of March, 1929.

ISOBEL R. LAY,
Notary Public.

(My commission expires October 13, 1933.)

Wm. B. ITTNER, Inc.
ARCHITECTS
A record of achievement.
430 Schools in
105 Cities and Towns in
28 States
St. Louis, Mo.

FRANK IRVING COOPER CORPORATION
ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning
172 Tremont St., Boston, Mass.

TEACHERS' AGENCIES.

WILLARD W. ANDREWS, Pres. F. WAYLAND BAILEY, Secy.

ALBANY TEACHERS' AGENCY, Inc.
Supplies Schools and Colleges with Competent Teachers
Assists Teachers in Obtaining Positions

We receive calls for teachers from every state in the Union and can certainly be of service to those who wish to teach and WHO ARE QUALIFIED TO DO GOOD WORK.

74 CHAPEL STREET, ALBANY, N. Y.
SEND FOR CIRCULARS

ALBERT TEACHERS' AGENCY
43RD YEAR
25 E. Jackson Blvd., Chicago
535 Fifth Avenue, New York
Peyton Bldg., Spokane, Wn.
York Rite Temple, Wichita, Kansas
TEACHERS WANTED for positions in Public Schools, Private Schools, Colleges, Universities, State Normal Schools, etc. Best schools our clients. Send for booklet "Teaching as a Business."

AMERICAN and FOREIGN ::: TEACHERS' AGENCY introduces to Colleges, Schools and Families, superior Professors, Principals, Assistants, Tutors and Governesses, for every department of instruction; recommends good Schools to parents. Call on or address
Mrs. M. J. YOUNG-FULTON, 19 West 44th Street, New York

THE CARY TEACHERS' AGENCY Our business is done by *recommendation* in answer to *direct calls* from employers.
C. WILBUR CARY, Manager, 36 Pearl St., Hartford, Conn.
ROSE E. BRADBURY, Manager, 14 Beacon St., Boston, Mass.
GEORGE H. LARRABEE, Manager, Clapp Memorial Bldg., Portland, Me.

The Corlew Teachers' Agency
GRACE M. ABBOTT, MANAGER
120 BOYLSTON STREET, BOSTON
Member of National Association of Teachers' Agencies

KELLOGG'S AGENCY recommends teachers and has filled hundreds of high grade positions (up to $5,000) with excellent teachers. Established 1889. No charge to employers, none for registration. If you need a teacher for any desirable place, or know where a teacher may be wanted, address Kellogg's Teachers' Agency, 31 Union Square, New York.

TEACHERS WANTED for Schools and Colleges **NATIONAL TEACHERS AGENCY, Inc.**
D. H. Cook, Gen. Mgr., Philadelphia, Penna.
Other Offices: Syracuse, N. Y., Cincinnati, O.; Northampton, Mass., Memphis, Tenn.; Pittsburgh, Penna.; New Haven, Conn.

WINSHIP TEACHERS' AGENCY
ALVIN F. PEASE, Manager
6 Beacon St. . . . Boston, Mass.
Long Distance Telephones
Office and Residence
PROMPT! COURTEOUS! FAIR!
Member of National Association of Teachers' Agencies